

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13OK1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Jason Langham

Official School Name: Bartlesville Mid-High School

School Mailing Address: 5900 Baylor Drive
Bartlesville, OK 74006-8909

County: Washington State School Code Number*: 74I030710

Telephone: (918) 333-4444 E-mail: LanghamRJ@bps-ok.org

Fax: (918) 335-6311 Web site/URL: http://www.bartlesville.k12.ok.us/midhigh/index.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Gary Quinn Superintendent e-mail: QuinnGW@bps-ok.org

District Name: Bartlesville Public Schools District Phone: (918) 336-8600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Doug Divelbiss

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
2 Middle/Junior high schools
2 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 6268

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	219	206	425
10	225	214	439
11	0	0	0
12	0	0	0
Total in Applying School:			864

6. Racial/ethnic composition of the school: 17 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
68 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	38
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1, 2011	864
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 2%
Total number of ELL students in the school: 21
Number of non-English languages represented: 14
Specify non-English languages:

ASL, Cantonese, Chinese, Farsi, German, Hindi, Japanese, Norwegian, Punjabi, Romanian, Spanish, Tagalog, Urdu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 38%

Total number of students who qualify: 325

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 118

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>65</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>25</u>	<u>1</u>
Total number	<u>96</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	93%	93%	94%	94%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Bartlesville Mid High School is a ninth and tenth grade building currently serving approximately 900 students. Bartlesville is a community with a population nearing 38,000 people. The nearest major city is forty-five miles south of Bartlesville. The city has encountered major cultural changes in the last ten years. Previously, the community was accustomed to middle to upper class citizens and historically high achieving students. However, this has drastically changed. The per capita income is rapidly dropping and this is changing the demographics; thus, there have been major impacts on the city's school district. For example, as of January 23, our site alone serves nearly 40 percent of students who are eligible for free and reduced lunches. With these types of changes, test scores have dropped below the community expectations and most of the state assessments are administered at BMHS. Therefore, the staff of Bartlesville Mid-High School decided that new teaching methods and a new focus was needed to serve adequately the evolving clientele.

Initially, the staff began with refocusing the mission and vision. Our current school mission statement states that we ...*"will challenge and prepare students for a lifetime of success through academics, citizenship, and leadership."* This mission statement was recently adopted to make our mission much more concise and recognizable to the staff, students, and community. Our staff resolved to embrace this statement and not just view it as a quote on the wall. Therefore, the question was broached, "how do we prepare ALL students for a lifetime of success?" This question became more important as we climbed rapidly toward 40 percent of our students qualifying for free and reduced lunch program. Many of the students from impoverished backgrounds struggle with background knowledge and experiences that they can use to engage in lessons and see the relevance in learning new knowledge. The answer to these questions came in the form of a book study initiated by the administration, *The Highly Engaged Classroom* by Robert Marzano and Debra Pickering, which is a book focusing on how to reach kids and keep them connected to learning. After reading this book, we recognized how the use of engagement can create and foster better attitudes toward learning. Consequently, we spent the school year researching new strategies and implementing these strategies.

Additionally, the majority of our staff began becoming certified through Great Expectations and more are continually being trained throughout the summer institutes. Great Expectations is a teaching and training tool to help teachers incorporate policies and procedures that will help students have stability while engaging them in the learning process. Our staff has worked hard to unite in a vision of creating an atmosphere of student engagement to create lifelong learners.

Three years ago, our district initiated the concept of Professional Learning Communities and the Data Team Process. Both of these practices focus on the importance of teacher collaboration within each site. We embraced these concepts and began putting systems in place to promote this ideology. The Data Team process includes collaborative plans with weekly meetings with teachers of the same disciplines. This allows teacher to plan, assess, and reevaluate curriculum in an ongoing process. Additionally allowing for common formative assessments and common research based instruction strategies. Teachers utilize Edusoft software to aid in creating individualization of lessons in a cooperative manner. Using the data team process has allowed for more collaboration, accordingly, the teams have begun to see such a difference in student engagement and are allowed to frequently monitor student achievement data. Our staff believes the implementation of Data Teams is a major milestone for our building. This was the point where we had a systematic way of taking data and making it more meaningful to teachers and students. Teachers, students, and parents can be updated quickly with accurate feedback.

Bartlesville Mid-High School has many successes with our students and staff. Currently, we are recognized as a Reward School by the State of Oklahoma and received a grade of "A "by Oklahoma's new A-F grading system. We have seen state assessment scores skyrocket with implementation of our

new ideologies. In the last five years, we have teachers who have been recognized for their achievements in the classroom. Additionally, administrators from statewide districts have come to observe our PLC and Data Teams process. The State Superintendent spent time with the Algebra 1 Data Team to advocate for this process to be implemented at other districts. Teachers and staff are dedicated to not only educating every student, but to help each student find success. The staff perseveres in the adaptation of numerous programs. The philosophy is always “if it is beneficial for students then it is beneficial for teachers.”

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

The State of Oklahoma statewide assessments are disseminated into four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory. Students are considered passing if they score within the top two quartiles of Advance and Proficient.

Performance levels in Algebra 1 and English II over the past five years at the Bartlesville Mid-High School not only have been strong but steadily improving. The last two years have seen English II at or above 94% and Algebra 1 at or above 95% in passing rates for the State End-of-Instruction test needed for graduation. This high pass rate prevails despite a 40% poverty rate at the site. Five years ago, both Algebra 1 and English II were in the low to mid 80's in State testing pass rates. English II has steadily grown about 2% per year to reach the mid 90's mark while Algebra 1 stayed in the low 80's until two years ago when scores leaped to the mid 90's.

In evaluating this years' State Grade Card for the Bartlesville Mid-High School, growth indexes for all students showed a 102 and 112 point measure for English II and Algebra 1 respectively. The 123 and 157 point measure for the bottom quartile in English II and Algebra 1 respectively indicates major growth for the at-risk students and has helped contribute to the A grade (4.0) for the site. These results are not unexpected as the district and the site have high expectations. The expectation is that 100% of students will pass the State End-of-Instruction test.

B.

Performance trends for both English II and Algebra 1 are moving in the right direction. Both areas are seeing on average of 2% to 3% increase in passing rates per year. This positive trend is continuing despite the fact that our district poverty level is increasing at the same rate. From 1990 to date, our district has seen an increase in poverty from 25% to 50%. Two major factors have contributed to the gains in our English II and Algebra 1 pass rates: they are the implementation of Great Expectation practices and Data Teams.

Great Expectation practices provide a consistent positive environment for all students to learn. This positive, safe environment is one where students are encouraged by caring teachers. Teachers promote high expectations for students and provide positive feedback for student benefit and growth. Great Expectations practices also incorporate common goals for teachers which translate across different subject areas. These common goals also translate vertically as teachers from the elementary and middle schools provide the same learning environment as ours. This consistent environment vertically provides ease of transition as students move from building to building as well as from classroom to classroom.

Data Teams work to provide the information needed to pin-point student strengths and weakness with regards to State Standard competencies. It also provides a tool for teachers to utilize while working together to find ways to help students be successful. Common plan times for subject areas provide the opportunity for teachers to meet and analyze data, evaluate strategies and determine and implement best practices to help students on the individual level or as a whole.

Common formative assessments provide the means to evaluate student performance. Data Teams build these assessments to evaluate specific State Standards. These assessments are given as often as needed. Our increases in both English II and Algebra 1 have come through the implementation of these assessments over short two to three week periods that have targeted individual needs in specific State

Standards. Data from these assessments is translated into remediation strategies and best practices. These practices are applied in the classroom or in the supplemental classes such as Math Plus for Algebra 1 students.

Additional support for students comes through co-teaching classes in both English II and Algebra 1. At-risk students are placed in these classes as a means of providing extra support for them. The English II co-teaching classes have a highly qualified English teacher and an English certified Special Education teacher. The Algebra 1 co-teaching classes have a highly qualified math teacher and a math certified special education teacher. In addition to co-teaching in math, Algebra 1 has a two year program to provide support for the at-risk student in Algebra 1. This program, Algebra 1A and 1B, extends the first half of Algebra 1 over a one year time period. Its companion, Algebra 1B, the second half of Algebra 1 is also extended over a one year period. A supplementary math class called Math Plus provides additional support. Remediation strategies and best practices for targeted remediation and differentiated instruction are applied in this class on an individual basis.

Analysis of subgroups over the last five years shows similar positive trends. Only the subgroup of students with disabilities is 10% below all students, and their scores have increased to a pass rate in the 90%iles for English and Algebra as well on state testing.

As mentioned earlier, the State Grade Card for the Bartlesville Mid-High School showed a 123 and 157 point measure for the bottom quartile in English II and Algebra 1 respectively indicating that these practices have been successful.

2. Using Assessment Results:

During the last four years, the educators and other instructional professionals at Bartlesville Mid-High School have become very well versed in the appropriate utilization of student assessment results. Our staff recognizes the importance and power of using student assessment data to not only effectively guide our daily instruction; we understand that properly used data allows us to constantly keep our fingers on the proverbial instructional pulse of our students. Our staff has adopted a phrase that is often associated with the effective use of student assessment data: "It is more beneficial to conduct an occasional checkup instead of waiting too long and being forced to undergo an autopsy". In other words, our teachers' feel it is not only necessary, it is vital to gauge frequently student understanding so appropriate interventions can be enacted if necessary. The instructional professionals at Bartlesville Mid-High School routinely utilize student assessment data to analyze and improve student learning and have become extremely proficient in this important practice.

The use of the Data Teams Process has played a huge role in changing the overall culture in our building. Our site based data teams have developed into very effective professional cadres that not only frequently review and analyze common formative assessments, more importantly they utilize the data to guide their future instruction and create a road map for each student that identifies individual student needs. We utilize the six step Data Teams Process that was developed by The Leadership and Learning Center in Englewood Colorado. The detailed and targeted process provides departmental instructional teams with a framework to effectively collect student assessment data, identify group and individual areas of needs and to collaboratively develop a plan for remediation or enrichment for all students. We have used creative scheduling practices in conjunction with The Data Teams Process to allow instructional teams the opportunity to meet weekly during the regular instructional day to share research based instructional strategies and develop common formative assessments to measure student learning. We have been able to accomplish this feat through the utilization of common departmental planning periods.

We also closely analyze student assessment data from our state mandated testing program. Students that complete instruction in Algebra I, Algebra II, Geometry, Biology I, United States History, English II and English III End of Instruction exams are required by the state of Oklahoma. Students must pass at least four of the End of Instruction exams and successfully acquire twenty-three credits of study to graduate

from an accredited high school in Oklahoma. Algebra I and English II must be passed and combined with two of the other assessments to comprise a total of four successfully completed exams. This process has placed a great deal of pressure on our site because the vast majority of our students participate in Algebra I and English II. Our instructional teams immediately begin analyzing the End of Instruction results when they are verified and released by the state department of education which normally takes place yearly in early August. The EOI data is collaboratively disaggregated into individual student and teacher categories. Our educators conduct an item analysis to identify any significant trends that are common throughout the testing cohort. If a particular objective or standard is identified as being notably low compared to the other tested standards, a plan to bolster or modify instruction is devised to benefit the next cohort of students. We also utilize these assessment results to identify students that will require remediation or potentially enrichment at the next instructional level. This prescriptive assessment process is repeated in all EOI areas at our site. The information collected in this process is also utilized to construct a major portion of our yearly site improvement plan and is reported to our district central office and board of education. This process is immensely helpful and plays a major role in improving our overall instruction and student learning. However, the Data Team Process is much more beneficial due to the difference in a reactive approach to learning versus allowing educators to make changes with an active group of students prior to introduction of a high stakes assessment.

Our site actively informs stakeholders of student achievement in numerous ways. We utilize a parent portal system that allows our parents and students to access common formative assessment information on demand. We have also developed a culture of focusing on student learning and achievement. We feel it is necessary to frequently discuss our assessment results with our students, parents, teachers and community whenever possible. This recurrent dialogue communicates the importance of student learning and highlights the emphasis that is being placed on results. Subsequently, we have shifted our primary focus from a culture of what was presented to our students to a culture of what was ultimately learned by our students.

3. Sharing Lessons Learned:

Bartlesville Mid-High School (BMHS) has shared successful strategies with professionals at a variety of educational levels. At a district level, we have shared our Data Teams process, Common Core strategies and offered several on-site trainings, such as student learning with the Promethean Board, and classroom tools like Edusoft.com, and Edmodo.com. At the state level, in 2012, we hosted several schools to share our Data Teams process; for example, utilizing a fishbowl display, schools including: Claremore, Sequoyah, and Skiatook observed our teams with the intention of implementing it in their own districts. In addition, on October 29 2012, the State Superintendent and several of our district administration visited our site, to observe our Algebra teachers Data Team meeting. Although, all our core subjects possess a Data Team, Algebra is a veteran to the process and has been spotlighted by maintaining an extremely high-level of student pass rate on Algebra I End-of Instruction exam. Using the fishbowl format, visitors witnessed teachers identifying student's individual strengths and weaknesses by reviewing Quarterly Assessment scores guided by such state objectives, Teachers brainstormed content strategies that could be used as remediation, in an effort to raise "limited" and "unsatisfactory" scored students to "satisfactory" levels or above. Because of superintendent's visit, our Algebra teachers were extended an informal invitation to present their mastery of the Data Teams process, at the "Vision 2013," State Superintendents Leadership Conference.

At a national level, BMHS prides itself with the AdvancEd accreditation process, formerly known as North Central. With preparations well underway for next year's visitation, BMHS is confident of its continued accreditation status. Teachers in the building have participated in accreditation committees across the state to keep up to date and prepare for upcoming visit. We will continue to strive for excellence for ourselves, our students, our parents, and our community through AdvancEd high standards, as we begin a new cycle during, 2014 – 2015 school year.

In addition, staff members have presented successful content strategies with other teachers across the country. In November 2009, our Biology teachers presented at the National Association of Biology Teachers (NABT) National Conference held in Denver, CO where they shared their “Introduction of Adaption” lesson. They have also travelled to the National Science Teachers Association (NSTA) Regional Conference in October 2010 in Kansas, City, and MO and in March 2007 presented at the NSTA National Conference held in St. Louis, MO.

4. Engaging Families and Communities:

Bartlesville Mid-High School has incorporated a number of activities that engage families and the community. We are lucky to have an involved Parent Support Group. With the efforts of this group our school keeps parents informed, helps teachers, celebrates students success, and provides monetary donations where needed.

Throughout the school year we invite parents to campus for a variety of different activities. These activities vary from Back to School Night, where the parents follow their students schedule to meet the teachers and receive course and contact information, to a Data Teams Gallery Walk. During the evening parents are invited to come and view displays of data and artifacts from each subject area. From this event parents are able to visually see where the students were at the beginning of the year and how far they have come. Many parents also enjoy an occasional musical, sporting event, or even lunch in our building.

We are grateful for our partnership with Grace Community Church. Their members are always eager to help the school whether it be painting a classroom or monitoring for tests. They are also a vital part of our yearly Bruin Camp. Bruin Camp is an annual Freshmen orientation camp held in July. The camp is used as a way to introduce the incoming Freshmen to the purpose, mission, and goals of the Mid-High. Outgoing Sophomores present students with motivational speakers, teambuilding activities with faculty and staff, and tours. Students, staff, and parents enjoy frozen custard at the end of the day provided by Jared’s Frozen Custard, a local business. This year each student received their own flash drive to help them transport work from home to school. Additionally, two Kindle Fires were given away as grand prizes.

Currently we have a student organization called Helping United Bartlesville or HUB. This is a partnership between the Bartlesville Mid-High School, Bartlesville United Way and the Richard Kane YMCA. The goal of this organization is to provide a safe and secure place for students after school who are considered at-risk. During this time, students engage in community service projects and are introduced to a variety of speakers that encourage them to set goals. Additionally, all BMHS students are given the opportunity to apply to different programs available at Tri-County Technology Center beginning their freshmen year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

As soon as the state of Oklahoma adopted the Common Core State Standards (CCSS), Bartlesville Mid-High began the process of shifting from Priority Academic Student Skills (PASS) objectives to CCSS. This shift is currently in progress. Blueprints are used in writing curriculum to develop a roadmap and use in conjunction with student acquisition of skills to determine pacing of the overall course as well as individual objectives. Item Specifications are used to finely tune instruction and write common assessments using a similar format and Depth of Knowledge (DOK) to what students will see on EOI's (End of Instruction exams). These resources ensure a high level of rigor and expectations throughout our curricula.

Common Course Data Teams regularly administer common formative assessments that are constantly under revision to shift alignment from PASS to CCSS objectives. The data generated from these is used to assess the effectiveness of instructional methods as well as identify students in need of remediation or advancement. Students in need of small amounts of remediation may receive it in the classroom in various forms. Students in need of more extensive remediation may be referred to special courses offered for that purpose, including Literature for Life and/or Math Plus, and Algebra A and B. These companion courses provide additional support for students who come to us with deficits in mathematics or English Language Arts. Students who would benefit from advancement can be recommended for or placed in Honors, Pre-Advanced Placement and Advanced Placement course offerings, which include; Pre-AP English 10, Algebra II Honors, Geometry Honors, Physical Science Honors, Biology Honors, Chemistry Honors, and Advanced Placement European History. By offering this wide spectrum in course availability, we are addressing the needs of all students, not just a one-size-fits-all for the middle population. Additionally, a number of electives are available to every student. BMHS offers a wide array of fine arts classes: Band, Orchestra, Choir, Art (I,II, & Pre-AP), Family and Consumer Sciences, Drama, Journalism, and Debate. Students also can enroll in a number of Physical Education classes such as: Life Games, Weightlifting, and Team Sports.

The assessments through Common Core State Standards differ in that more writing is required and there is a greater level of rigor and higher expectations. Secondary schools in our district have adopted "6+1 Traits of Effective Writing" as a common language to discuss writing, not just in English classes but also across the curriculum in all content areas. Since writing is required by CCSS in all content areas, 6+1 aligns the way that writing is taught and assessed.

To prepare students for career and college readiness, in addition to core curriculum requirements, our school requires them to enroll in one of two sequential elective courses, either two years of Spanish, French, or German or two years of business computer applications. The foreign language courses prepare students for college entry requirements as well as common degree requirements. The business computer application courses are well suited to prepare students for college, but even more so for students entering vocational training post-high school or going straight into the workforce.

Bartlesville Mid-High also partners with Tri-County Technology Center, or TCTC. Their facility offers programs for career readiness that allow students to step directly into the workforce upon graduation. TCTC programs for career readiness include certifications and diplomas in programs such as Architecture and Construction, A/V Technology and Communication, Culinary Arts, Health Sciences, Hospitality and Tourism, Human Services, and Information Technology. TCTC also offers college readiness through programs in Science and Technology, Engineering, Math, and Business Management. BMHS students can earn elective credit towards graduation by participating in these programs.

2. Reading/English:

Bartlesville Mid-High School Language Arts curriculum offers a rigorous curriculum designed to meet the needs of all freshmen and sophomore students. The freshman and sophomore English are leveled classes to meet the needs of students. For example, each grade offers a co-teaching class. These classes have a regular education teacher, as well as a special education teacher. Each co-teaching class consists of approximately five special education students and the rest of the class is regular education. Additionally, a traditional English class is offered. Predominately these are students who have elected not to enroll in Pre-Advanced Placement English path. In addition, each grade offers pre-Advanced Placement English for students who plan to enroll in Advanced Placement classes as juniors and seniors. All English teachers are Advanced Placement certified and use those strategies from College Board in the classroom; however, students are placed within the level best suiting their individual needs.

Students are assessed for English at the high school level when they reach the level of English II or Sophomore English. Therefore, freshman teachers spend the year preparing students for the rigor of English II. Additionally, we are fortunate to offer a class called “Literacy for Life.” This class is offered to primarily freshman and a select group of identified sophomores. Taught by a Reading Facilitator, this class is designed to focus on those students who did not pass their eighth grade reading and writing assessment. Initially, students enroll in the class for a semester. However, some students will stay the entire year to allow for assistance with reading struggles. This class is offered in two different sections. One class is for regular education students and the other section is taught by a special education teacher and designed specifically for the special education student.

English students engage in a rigorous curriculum that incorporates research-based strategies from Robert Marzano and College Board and the Data Team Process. Each grade participates and meets in a weekly data team; and focuses on students that are not meeting expectations. Students are offered after school tutoring and in-class remediation sessions. The weakest areas are identified by following the data team process and quarterly benchmarking. The weak areas are constantly readdressed with common formative assessments and each teacher using a common research based strategy to re-teach.

3. Mathematics:

Success in Mathematics has come through many factors at the Bartlesville Mid-High School. A variety of teaching skills is used for advanced, traditional and at-risk students.

For the at-risk student, we have a two-year Algebra 1 program called Algebra 1A and Algebra 1B. Algebra 1A is a yearlong course that covers the first half of a traditional Algebra 1 class. Algebra 1B, a companion to 1A, is also a yearlong course that covers the second half of the traditional Algebra 1 course. This two-year program provides the means for an at-risk student to cover the same Algebra 1 material at a slower pace to improve the odds of their success when taking the State End-of-Instruction test needed for graduation. Special needs students are included in this program. To improve the odds of students’ success, co-teaching is used in this classroom. Co-teaching classes have a highly qualified math teacher and a math certified special education teacher.

At-risk students in the Algebra 1A and 1B program are also enrolled in a supplementary class called Math Plus. Math Plus for 1A students revolves around remediation for individual students in State Standards while Math Plus 1B remediates for State Standards and provides supplemental help in preparing for the State End-of-Instruction test.

Success for the advanced, traditional and at-risk students centers on the use of Data Teams and Great Expectation practices. Each discipline and class level meets at least weekly during the common plan time to determine strategies and best practices and methodologies to help the students individually and as a whole. Common formative assessments are used for the data base to analyze student performance.

Data Teams give common formative assessments to measure State Standards competencies at various levels. At the District level, all math subjects (Algebra 1 through Pre-Calculus) give common quarterly assessments during the year. A common pretest given the first week of school sets the baseline for each subject. These common quarterlies are given at semester, midterm, and semester's end.

For subject areas, common formative assessments are given on a weekly to biweekly basis to measure specific State Standard competencies. Data from these assessments are used by the Data Team to target and remediate students as a whole or on individual based needs. Remediation includes before and after school tutoring, targeted remediation in Math Plus, and targeted individual homework assignments for students.

4. Additional Curriculum Area:

The Social Studies department of Bartlesville Mid-High School offers five courses providing students with the acquisition of essential skills and a solid knowledge base. Those five courses are: *Oklahoma History* and *Financial Literacy*, required for freshmen; *World History* or *AP European History*, required for sophomores; and *Current Events*, offered as an elective to both freshmen and sophomores.

Oklahoma History integrates the richness of Oklahoma culture with Oklahoma's unique history, thriving economy, diverse geography, and political foundations. Students explore events from European exploration to the present, with emphasis on the influence of that past in molding the present. Major events and individuals who have shaped Oklahoma's heritage are studied using a variety of teaching strategies including critical thinking, projects, simulations, and issue debates.

World History provides a study of history and cultures from the Renaissance to the Post World War II era. Emphasis is placed on general understanding of the development of human societies through the specified ages and across the regions of the world. Students study the historic development of world cultures and countries using chronological, geographic, topical, and inquiry approaches. Critical thinking and analysis of political, economic, and social systems is emphasized.

AP European History is a rigorous course that follows the outline recommended by the College Board. Content includes European History beginning with the Renaissance and ending with the breakup of the Soviet Union and post-Cold War global concerns. Students analyze cause and effect, and identify bias and point of view. Students develop skills in document analysis, thematic and document-based essay writing, critical reading and thinking, and interpretation of historical materials including maps, charts, graphs, and political cartoons. Students are encouraged to take the College Board's AP Exam over European History.

Current Events follows current world news reports. Units include the roots of ongoing world conflicts such as the Arab /Palestinian conflict, Pakistani/Indian relations, Iran, Afghanistan, and North & South Korea. Students analyze and evaluate the impact and consequences of each conflict. Methods will include research, panel discussions, debate, and other methods of active learning.

Financial Literacy includes fourteen standards covering financial services, balancing a checkbook, investing and planning for retirement, loans, predatory lending and payday loans, interest and credit card debt, fraud and theft, renting or buying a home, types of insurance, gambling, bankruptcy, and charitable giving. To graduate, satisfactory completion of each standard must be verified through a "passport to financial literacy".

5. Instructional Methods:

Bartlesville Mid High School has worked diligently to meet the needs of all students through a series of programs and systems. This effort has been an evolutionary process. Initially, this process began in the

Math department. The classes were leveled with Algebra 1 being divided up between taking it in one year or two years. The class is Algebra 1A in the first year and Algebra 1B taken their sophomore year. This helps students who are identified in the beginning of the year or throughout the year as at-risk for failing their End of Instruction Assessment more time to become proficient in those objectives. The students who are enrolled in this program are also enrolled in a class called Math Plus that gives them added remediation and assistance in progressing toward their goal. This program has been so successful that the English Department started a similar class. The class Literacy for Life is a class offered to freshman and sophomore students who did not pass their eight grade reading assessment. With these classes being offered to students who need additional instruction and support, students are becoming more successful in all disciplines.

In addition to the remedial classes, special education students are enrolled in a co-teaching classroom in all core classes. The classes are primarily traditional students intermingled with special education students. Each class has a core teacher and a special education teacher. This has allowed the special education students to work at the same rigor as traditional students while providing them the support needed. With the implementation of co-teaching, our school has seen tremendous growth and success with the special education cohort.

Additionally, The Data Team process in our building has revolutionized our instruction. With each teacher working in a Professional Learning Community and a Data Team for their discipline, teachers have begun using common teaching strategies and adapting them for all levels of students. After teaching the strategy, teachers administer a common formative assessment to evaluate the results. This has allowed for a positive dialogue about the needs of individual students, the progress students are making, and immediate feedback to students and parents on progress. The teachers enjoy the ability to work with other teachers in planning and addressing needs of all students. The Data Team Process has allowed teachers to individualize student instruction with support from a team.

6. Professional Development:

Bartlesville Mid-High School maintains high expectations in professional development, promoting high academic standards and a positive school climate. This is achieved by training teachers to use data-based research strategies, differentiated instruction and strategic planning processes focusing on student learning. These courses include Data Teams, Great Expectations and Advanced Placement/College Board and Co-teaching with Marilyn Friend. These rigorous expectations become valuable tools as we shift to Common Core. Using these strategies, departments develop alignment and the chairpersons meet monthly with our District Administrator of Secondary Education to maintain continuity. The BMHS administrators set a good example by participating along-side staff in all trainings.

Promoting high academic standards is a priority for each individual at BMHS. In our Professional Learning Communities (PLC), we use the Data Team process to improve instruction. As teachers understand students' strengths and weaknesses they are able to pinpoint affective strategies for success. Through common quarterly assessments, teachers discover their own strengths and weaknesses and utilize other teacher's expertise through sharing of resources and differentiating instruction. Our administrators realize incorporating these strategies takes time; therefore, time is built into the framework of our day by allowing departmental common plan times. Because our building includes freshmen and sophomores, many classes are pre-AP and teachers have received Advanced Placement College Board training.

Secondly, BMHS teachers are trained specifically in promoting a positive school climate throughout our school community. For the last two years, we have participated in book studies by Anthony Muhamed and Richard Dufour about maintaining a positive culture among staff and learning teaching strategies to keep students engaged. Over 70% of our staff is currently trained in Great Expectations. This has provided a framework for mutual respect and the understanding that "All students can learn." By practicing the tenants of GE, the students and teachers feel included and valued as individuals. Also, Our

PLC's, book-studies and monthly faculty meetings help keep the lines of communication open and our faculty "tightly knit". This type of collaboration and collegiality has strengthened our school community.

Bartlesville Mid-High puts forth much effort to assure high academic standards as well as maintain a positive school climate. We will continue our plan for all new instructional staff members to receive these trainings during their first three years with our district. The results we see in our students are worth any extra effort and have created a bond of pride in our school community.

7. School Leadership:

The leadership philosophy of Bartlesville Mid-High School is simple: Teamwork. Our building level teams consist of all staff and community members. We include stakeholders in the decision-making. We realize their input is a valuable tool to ensure school growth and academic success, thus, we encourage all team members to develop a consensus and a shared leadership role. The teamwork concept allows all participants to be empowered in assisting in creating a positive learning environment that increases student achievement. The Teams implemented at BMHS are as follows: BMHS Leadership Team, subject specific Data Teams, and College Board/AP Training Committee. All committees are teacher driven, with an administrator acting as facilitator.

The role of building principal includes being the gatherer of data, initiating, and facilitating a plan. Additionally, the role of building principal includes managing while being an instructional leader. Some qualities that make the principal role effective are flexibility, being a good listener, and developing a mission and a vision. Our building principal and two assistant principal's work closely with three counselors to foster relationships with all students and ensure students are on the right track for academic success. Our two assistant principals are divided by grade level and the three counselors are divided by alphabet.

BMHS focuses resources on programs to increase student achievement. The resources are used for professional development for training teachers in three main areas. These areas are Data Teams, Great Expectations, and College Board/Advanced Placement. The primary focus is the implementation of Data Teams. This instrument implements data-driven decision making within a team of subject level educators. Currently, we have ten Data Teams meeting on a weekly basis. In addition, the school implements Great Expectations. GE is an approach to teaching encompassing current research and best practices. Drawing from many learning theories, GE teaches teachers to do whatever needed to teach students while concentrating on certain tenants of behavior. Our goal is to be the first GE model high school in the state. College Board/AP Training promotes excellence and equity in education through rigorous teaching strategies. BMHS requires all teachers to attend College Board/AP training every three years for their subject.

Our school leadership teams are striving to continue to raise achievement and maintain that level of excellence. Our goal is to train teachers to be leaders and implement the best researched-based practices to ensure a positive school climate with academic success

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English II - OK Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient Plus % Advanced	94	97	93	88	89
% Advanced	52	57	53	54	68
Number of students tested	339	331	303	352	370
Percent of total students tested	99	99	100	99	99
Number of students alternatively assessed	4	4	0	3	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	86	94	90	75	81
% Advanced	30	36	30	38	49
Number of students tested	96	99	96	78	78
2. African American Students					
% Proficient Plus % Advanced	88	100	100	Masked	94
% Advanced	41	27	15	Masked	63
Number of students tested	17	15	13	9	16
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	94	99	93	84	85
% Advanced	41	28	33	46	64
Number of students tested	17	18	15	13	14
4. Special Education Students					
% Proficient Plus % Advanced	73	80	93	73	72
% Advanced	18	5	57	18	36
Number of students tested	11	20	14	11	22
5. English Language Learner Students					
% Proficient Plus % Advanced	0	Masked	50	Masked	Masked
% Advanced	0	Masked	21	Masked	Masked
Number of students tested		9	14	2	9
6. White/Caucasian					
% Proficient Plus % Advanced	95	97	93	91	89
% Advanced	56	60	58	56	67
Number of students tested	248	240	231	281	241
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13OK1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Algebra I - OK Core Curriculum Test

Edition/Publication Year: 2007-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient Plus % Advanced	95	99	80	79	82
% Advanced	58	58	23	23	23
Number of students tested	188	157	232	188	197
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	6	0	2	0	3
Percent of students alternatively assessed	3	0	1	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	92	100	83	74	80
% Advanced	52	58	18	15	12
Number of students tested	85	73	95	81	66
2. African American Students					
% Proficient Plus % Advanced	92	Masked	90	Masked	Masked
% Advanced	75	Masked	20	Masked	Masked
Number of students tested	12	8	10	9	7
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	100	79	71	75
% Advanced	Masked	70	32	0	17
Number of students tested	8	10	19	14	12
4. Special Education Students					
% Proficient Plus % Advanced	100	70	Masked	73	Masked
% Advanced	40	22	Masked	18	Masked
Number of students tested	10	23	9	11	6
5. English Language Learner Students					
% Proficient Plus % Advanced	Masked	Masked	54	Masked	Masked
% Advanced	Masked	Masked	18	Masked	Masked
Number of students tested	4	3	11	5	4
6. White/Caucasian					
% Proficient Plus % Advanced	98	99	81	80	82
% Advanced	59	60	23	26	25
Number of students tested	112	116	171	132	154
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2011-2012 in Algebra I at Bartlesville Mid-High School surpassed the allowable 2% (3.1%) of students assessed alternatively. The reason for the higher percentage is that Bartlesville is the home of a ten bed facility for female students with intellectual disabilities. (All residents of the home have an IQ of 50 or below) Due to this unique situation the Oklahoma State Department of Education has granted Bartlesville Public Schools a waiver that has allowed our site to surpass the 2% alternatively assessed guideline. BPS has not surpassed the 2% alternatively assessed guideline as a district. (All grades Reading and Math). For academic years 2007-2008 through 2010-2011 the Oklahoma State Department of Education assessed regular education students that attended school for a full academic year. Additionally, all Oklahoma high schools were held accountable for End-of-					

Instruction assessments for Algebra I (Math) and English II (Reading). The state of Oklahoma used these numbers to calculate the school's Academic Performance Index (API). During the 2011-2012 school year, Oklahoma State Department of Education utilized the A-F grading formula to calculate growth and Annual Yearly Progress (AYP). The A-F grading system utilized scores for Algebra I, II, and Geometry EOI (Math) and English II (Reading). The attached data chart represents scores from both Oklahoma State Department of Education and school growth calculation formulas.

13OK1